DOCUMENT RESUME

ED 110 741 CE 004 543

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TITLE The Janus Report: A Report on the Changing Social Setting in the United States with Implications for New Roles for State and Local Vocational Education Personnel.
INSTITUTION California Univ., Los Angeles. Div. of Vocational Education.
PUB DATE Dec 74
NOTE 40p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Administrator Role; Educational Change; Educational Innovation; *Educational Needs; Educational Planning; *School Community Relationship; *Social Change; Social Influences; *Vocational Education; Vocational Education Teachers

ABSTRACT

The report on the implications of social changes in the United States for vocational education personnel contains five recommendations aimed at helping vocational education personnel at all educational and administrative levels in the various States to better maintain, enhance, and adjust their services to target populations within the changing social environment. The rationale for the recommendations rests on the analysis of the present-day United States as a post-industrial society, one characterized by its open social system, its sophisticated information systems, its large interrelated institutions and organizations, and its large number of white collar workers. While social changes occur rapidly in post-industrial society, cultural and organizational changes do not keep pace. Although such lagging behind the times does not characterize vocational education, vocational educators must be aware of the need for openness in order to develop a capacity to interact with the environment bearing on the system of vocational education, and must welcome the opportunity for such interaction. Like Janus of Roman mythology, they must look in all directions in order to effectively interact with the environment. Vocational educators, especially at the administrative level, must provide management leadership expertise so that challenges to education can be more adequately addressed. (JR)

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the JANUS REPORT

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DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA

1975

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the JANUS REPORT

A Report on the Changing Social Setting
in the United States with Implications for New Roles
for State and Local Vocational Education Personnel

BY

Ralph Bregman

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December 1974

JANUS

THE NAME JANUS WAS CHOSEN TO SYMBOLIZE THE MAJOR RECOMMENDATIONS ADVANCED IN THIS REPORT. JANUS WAS AN ANCIENT ROMAN GOD OF GATES AND BEGINNINGS WHO COULD SEE, SIMULTANEOUSLY, IN OPPOSITE DIRECTIONS. ACCORDINGLY, VOCATIONAL EDUCATORS ARE ENCOURAGED TO LOOK IN ALL DIRECTIONS IN ORDER TO MORE EFFECTIVELY INTERFACE WITH THE VARIOUS EXTERNAL MECHANISMS ESTABLISHED BY LEGISLATION OR POLICY WHICH AFFECT THE DELIVERY SYSTEM OF VOCATIONAL EDUCATION IN THE SEVERAL STATES. THE ABILITY OF VOCATIONAL EDUCATORS TO SEE SIMULTANEOUSLY BOTH THE SYSTEM AND ITS ENVIRONMENT AND INTERACT WITH BOTH TO INFLUENCE THE DELIVERY OF VOCATIONAL EDUCATION IS CALLED INTERFACE.

ACKNOWLEDGMENTS

The Authors wish to express their gratitude to Nancy Goff, Administrative Assistant in the Division of Vocational Education, UCLA, for her assistance in coordinating the text of this report. We also acknowledge the assistance of Kathy Lee for typing the final manuscript.

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THE CHALLENGE

How may vocational education personnel appropriately interface with the several MECHANISMS which have been or may be created by legislation or policy in order to maximize their effectiveness in facilitating the delivery of vocational education? That is, what new roles should be in the offing for vocational educators?

This Report* provides recommendations on and analysis of this challenge.

*Initially prepared June 19, 1973

INTRODUCTION

THE JANUS REPORT WAS INITIATED AND DIRECTED BY RICHARD S. NELSON, CHIEF OF THE PROGRAM OPERATIONS OF THE STATE DEPARTMENT OF CALIFORNIA'S VOCATIONAL EDUCATION SUPPORT UNIT. RALPH BREGMAN AND CHRIS CHIALTAS, VOCATIONAL EDUCATION MANAGEMENT INTERNS, FROM THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, IN 1973, FOR THE UNIT, WERE ASSIGNED THE TASKS OF (A) EXAMINING THE SEVERAL "MECHANISMS," I.E., ADVISORY COMMITTEES, COMMISSIONS, BOARDS, AND OTHER GROUPS WHICH HAD OSTENSIBLY BEEN ESTABLISHED AS PART OF THE DELIVERY SYSTEM FOR VOCATIONAL EDUCATION MANPOWER TRAINING, AND (B) MAKING RECOMMENDATIONS WITH REGARD TO THE APPROPRIATE POSTURES OF VOCATIONAL PERSONNEL IN INTERACTING WITH SUCH "MECHANISMS."

IN ORDER TO DETERMINE THE SCOPE OF THE STUDY, RELEVANT LITERATURE WAS ANALYZED AND INTERVIEWS WERE CONDUCTED. AS A RESULT OF THESE ACTIVITIES A LIST WAS PREPARED OF EXISTING AND PROPOSED MECHANISMS AT VARIOUS LEVELS OF GOVERNMENT AND EDUCATION THAT APPEARED TO HAVE A DIRECT OR INDIRECT BEARING ON VOCATIONAL EDUCATION IN CALIFORNIA (BUT GENERALIZABLE TO OTHER STATES). EACH MECHANISM WAS THEN EXAMINED THROUGH INTERVIEWS AND REVIEW OF THE APPROPRIATE LEGISLATION, RULES AND REGULATIONS, POLICY STATEMENTS, EDUCATION CODES, AND ADMINISTRATIVE CODES TO BETTER UNDERSTAND THE DESIGN AND

PURPOSE OF THE MECHANISMS. THIS EXAMINATION OF THE MECHANISMS PROVIDED SUFFICIENT INSIGHTS FOR THE PREPARATION OF RECOMMENDATIONS.

THE MAJOR RECOMMENDATIONS OF THIS REPORT WERE INDEPENDENTLY VALIDATED DURING A PROBLEM-SOLVING ACTIVITY INVOLVING A GROUP OF GRADUATE STUDENTS, TEACHERS AND ADMINISTRATORS OF VOCATIONAL EDUCATION.

RECOMMENDATIONS REGARDING ROLES AND ACTIVITIES OF VOCATIONAL EDUCATION PERSONNEL

THE RECOMMENDATIONS LISTED BELOW RESULTED FROM AN EXAMINATION OF THE NATURE AND PURPOSES OF ADVISORY GROUPS, PANELS, BOARDS, AND OTHER SUCH MECHANISMS WHICH PURPORT TO HELP DELIVER VOCATIONAL EDUCATION OR MANPOWER TRAINING TO ITS VARIOUS PUBLICS. A SIMPLE INVENTORY AND CLASSIFICATION OF MECHANISMS WAS NOT SUFFICIENT TO BRING THEIR SIGNIFICANCE TO THE ATTENTION OF VOCATIONAL PERSONNEL, HENCE, THE RECOMMENDATIONS.

THESE RECOMMENDATIONS REFLECT BOTH THE STUDY OF THE VARIOUS RELEVANT MECHANISMS AS WELL AS THE EDUCATIONAL, GOVERNMENTAL, AND SOCIETAL TRENDS THAT GAVE RISE TO THE MECHANISM(S). THE RECOMMENDATIONS ARE AIMED AT HELPING VOCATIONAL EDUCATION PERSONNEL IN A STATE TO BETTER MAINTAIN, ENHANCE, AND ADJUST THEIR SERVICES TO TARGET POPULATIONS WITHIN THE CHANGING ENVIRONMENT. THE READER WILL NOTE THAT EXTRA SPACE HAS BEEN LEFT WITHIN THE HEADINGS OF MOST OF THE MAJOR RECOMMENDATIONS TO SUGGEST THAT THOSE GIVEN ARE NOT ALL-INCLUSIVE AND COULD BE EXPANDED.

RECOMMENDATIONS

I. PERSONNEL IN VOCATIONAL EDUCATION SHOULD ESTABLISH AND MAINTAIN EFFECTIVE INTERFACE WITH RELEVANT MECHANISMS--I.E., COUNCILS, BOARDS, COMMITTEES, PROFESSIONAL ASSOCIATIONS, AND OTHER ARRANGEMENTS WHICH COULD OR SHOULD AFFECT THE DELIVERY SYSTEM OF VOCATIONAL EDUCATION AT ALL LEVELS OF EDUCATION.

II. DECISIONS WILL HAVE TO BE MADE REGARDING APPROPRIATE MODES OF INTERFACING WITH PRESENT AND PROPOSED MECHANISMS AT ALL LEVELS THAT PURPORT TO DEAL WITH VOCATIONAL AND MANPOWER EDUCATION. FURTHER, STATE STAFF OR SURROGATES SHOULD BE ASSIGNED <u>TO</u> AND <u>ON</u> THESE MECHANISMS. EXAMPLES:

- IF COMMUNITY-BASED ORGANIZATIONS BECOME THE TURNKEY FOR BOTH MANPOWER AND VOCATIONAL FUNDS, THEN VOCATIONAL EDUCATION PERSONNEL SHOULD MAINTAIN MEMBERSHIP AS WELL AS SEEK HIGH LEVEL POSITIONS IN THESE ORGANIZATIONS.
- VOCATIONAL PERSONNEL SHOULD BECOME REPRESENTATIVES <u>TO</u> LOCAL, STATE, AND NATIONAL PROFESSIONAL ORGANIZATIONS; MAINTAIN MEMBERSHIP, AND SEEK HIGH LEVEL POSITIONS <u>IN</u> THEM WHENEVER SUCH ORGANIZATIONS ARE ACTIVELY ENGAGED IN LEGISLATIVE ACTIVITIES.
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III. DESCRIPTIONS OF SUGGESTED ROLES OF STATE VOCATIONAL EDUCATION PERSONNEL IN RELATION TO THE MECHANISMS ARE AS FOLLOWS:

A. THE VOCATIONAL EDUCATION UNIT OF THE STATE DEPARTMENT OF EDUCATION MUST CONTINUE TO SUPPORT, EXPAND, AND REFINE A MANAGEMENT INFORMATION SYSTEM REGARDING LEGISLATION AND POLICY AFFECTING VOCATIONAL EDUCATION. IMPLICATIONS:

- CLEARINGHOUSE ACTIVITIES MUST BE LOOKED UPON AS LONG TERM.
- MONEY AND STAFF WILL BE NEEDED.
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B. THE ROLE OF THE CHIEF ADMINISTRATOR OF THE VOCATIONAL EDUCATION UNIT IN THE STATE SHOULD INCLUDE THE FOLLOWING DUTIES:

- HOLD REGULAR AND SPECIAL MEETINGS TO DISCUSS AND RESOLVE ISSUES RELEVANT TO THE APPROPRIATE INTERACTION WITH MECHANISMS.
- HELP DEVELOP AND CONTINUALLY REFINE THE SPECIFIC ROLES OF VOCATIONAL EDUCATION PERSONNEL AS THEY INTERFACE WITH EACH OF THE VARIOUS KINDS OF MECHANISMS.
- MAKE CRITICAL DECISIONS ON ISSUES (RAISED IN THIS REPORT) WHOSE SOLUTIONS HAVE NOT BEEN PREDETERMINED BY POLICY.

- DETERMINE IF PERSONNEL OTHER THAN THOSE IN THE VOCATIONAL EDUCATION UNIT CAN APPROPRIATELY SERVE AS SURROGATES IN PROVIDING LIAISON WITH SOME MECHANISMS.
- EVALUATE PERFORMANCE OF PRESENT MECHANISMS (I.E., ADVISORY COUNCILS) UNDER THE JURISDICTION OF THE CHIEF ADMINISTRATOR OF VOCATIONAL EDUCATION.
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C. A POSITION OF INFORMATION COORDINATOR SHOULD BE ESTABLISHED AND SHOULD INCLUDE THE FOLLOWING DUTIES:

- MAINTAIN A RESOURCE FILE OF INFORMATION ON PRESENT AND PROPOSED LEGISLATION, ISSUED/PROPOSED POLICY, AND NEWSPAPER REPORTS; AND DISSEMINATE SAME TO VOCATIONAL EDUCATION REPRESENTATIVES AND TO MECHANISMS WHEN APPROPRIATE.
- DESIGN REPORT FORMATS AND A SYSTEM WITHIN WHICH INFORMATION ON THE ACTIVITIES OF EACH KIND OF MECHANISM ARE TO FLOW.
- REQUEST, RECEIVE, AND REVIEW INFORMATION TO FILL ANY GAPS IN REPORTING.
- PREPARE AND DISSEMINATE SUMMARY REPORTS.

- UTILIZE MULI-MEDIA APPROACHES FOR DISSEMINATION OF INFORMATION TO APPROPRIATE AUDIENCES.
- PREPARE AND DISSEMINATE INFORMATION ABOUT VARIOUS MECHANISMS ON A SYSTEMATIC BASIS TO APPROPRIATE AUDIENCES.
- MAINTAIN A "HOT LINE" TO VOCATIONAL PERSONNEL AND TO OTHERS ON MECHANISMS FOR PURPOSES OF MEASURED YET IMMEDIATE ACTION.
- HELP INITIATE, ORGANIZE, AND PRESENT WORKSHOPS ON THE THEORY AND PRACTICE OF VOCATIONAL EDUCATION--MANPOWER TRAINING.
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D. THE ROLES OF STATE VOCATIONAL EDUCATION REPRESENTATIVES TO AND ON MECHANISMS MAY INCLUDE THE FOLLOWING LEADERSHIP ACTIVITIES WHEREVER APPROPRIATE:

- SEEK AND MAINTAIN HIGH LEVEL POSITIONS WITHIN A MECHANISM, I.E., BECOME CHAIRMEN OF THE MECHANISM, SUB-COMMITTEE OR TASK GROUP.
- SEEK POSITIONS ON AGENDA REGULARLY FOR BOTH INFORMATION GIVING/RECEIVING AND ELICITING ACTION OF MECHANISM ON BEHALF OF THE POPULATIONS SERVED BY VOCATIONAL EDUCATION.

- PROVIDE INFORMATION TO EDUCATE MEMBERS OF THE MECHANISM ABOUT THE MERITS AND NEEDS OF VOCATIONAL EDUCATION.
- PROVIDE INFORMATION TO EDUCATE MEMBERS OF THE MECHANISM ABOUT THE INTERESTS AND NEEDS OF (A) THE BROADER COMMUNITY (WHEN DEALING WITH A LOCAL MECHANISM), OR (B) THE LOCAL COMMUNITY (WHEN DEALING WITH MECHANISMS AT HIGHER LEVELS).
- SERVE AS AN ADVOCATE FOR POLICIES AND PROCEDURES THAT WILL BEST SERVE PEOPLE--I.E., STUDENTS AND PROSPECTIVE STUDENTS OF ALL AGES.
- RECORD FOR AND REPORT TO THE INFORMATION COORDINATOR BY USING MEDIA MOST APPROPRIATE TO THE URGENCY OF THE MESSAGE.
- VOTE IN ACCORDANCE WITH VOCATIONAL EDUCATION POLICY, OR USE BEST JUDGMENT WHEN POLICY IS NOT AVAILABLE, TO GIVE OPERATIONAL DIRECTION TO MECHANISM.
- RECRUIT RESOURCE PERSONS TO SERVE AS MEMBERS/CONSULTANTS FOR MECHANISM.
- PARTICIPATE IN THE PROCESSES BY WHICH ELECTIVE AND APPOINTIVE OFFICIALS, WHO BEAR ON THE ACTIVITIES OF THE MECHANISM, ARE PLACED INTO OFFICE.
- COMMUNICATE NEEDS OF LOCAL CLIENTS TO, AND SEEK RESOLUTION OF THESE NEEDS BY, STATE OFFICE.

- Maintain contact with national and regional resource personnel.
- Provide the chief administrator, in accordance with established communication procedures, with pertinent regular and special reports and briefs of problems surfacing from the activities of the mechanism.
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IV. The Vocational Unit of the State Department of Education should initiate and conduct workshops for each mechanism and for LEA personnel, as well as for the community, on manpower and education special revenue sharing, manpower planning, and other emergent, relevant arrangements. Implications:

- Money and personnel must be allotted to this recommendation.
- LEA vocational education personnel will be expected to become involved as local change agents.
- Expertise of personnel in the various mechanisms should be utilized as resources and/or as surrogates to the workshops where this is appropriate. For example, State Advisory Council personnel could be included in planning and/or conducting such workshops.

- PROGRAMS TO TRAIN MANPOWER PLANNERS FOR STATE AND LOCAL GOVERNMENTS AND AGENCIES SHOULD BE ENERGETICALLY PROMOTED.
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V. THE TRANSACTION OF INTERFACING ACCORDING TO THIS REPORT, NECESSITATES A DUAL ROLE FOR KEY STATE AND COUNTY VOCATIONAL EDUCATION PERSONNEL. THIS ROLE MUST INCLUDE TWO VITAL AND GLOBAL FUNCTIONS: MANAGEMENT OF IN-HOUSE ACTIVITIES INCLUDING THAT OF MAINTAINING A VIABLE INFORMATION SYSTEM, AS WELL AS ACTING AS AGENT FOR CHANGE OF, AND THROUGH, MECHANISMS. IMPLICATIONS:

- ROLE DEFINITION FOR PERSONNEL (JOB DESCRIPTION AND PROGRAM OF WORK) SHOULD BE STATED IN MANAGEMENT BY OBJECTIVE TERMS.
- ROLE DEFINITION SHOULD INCLUDE CHANGE AGENT ACTIVITIES.
- PERSONNEL MUST PARTICIPATE IN MANAGEMENT DEVELOPMENT (MD) WORKSHOPS AND SEMINARS BEFORE THEY CAN EFFECTIVELY ENGAGE IN THE ACTIVITIES OF MECHANISMS.
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PERSPECTIVE AND RATIONALE FOR RECOMMENDATIONS

MECHANISMS ARE NOW PROLIFERATING WHICH ARE INCREASINGLY AFFECTING THE SEVERAL INTERRELATED SYSTEMS OF GOVERNMENT, EDUCATION, VOCATIONAL EDUCATION, AND MANPOWER TRAINING. THESE MECHANISMS INCLUDE ADVISORY COUNCILS, COMMISSIONS, BOARDS, COMMITTEES, PANELS, AND THE LIKE (SOME OF THOSE STUDIED IN CALIFORNIA ARE SUMMARIZED IN APPENDIX A). OSTENSIBLY THEY HAVE EVOLVED TO HELP THE NATIONAL SYSTEM IN DELIVERING RESOURCES AND SERVICES MORE EFFICIENTLY AND EFFECTIVELY TO APPROPRIATE POPULATIONS.[1] PARALLELING THE GROWTH OF THESE MECHANISMS, THERE HAS BEEN THE EVOLUTION AND REFINEMENT OF CERTAIN CONCEPTS--EVALUATION, ACCOUNTABILITY, DECENTRALIZATION, OPEN SYSTEMS, AND OTHERS.

BOTH THE MECHANISMS AND THE CONCEPTS CAN BE VIEWED AS NATURAL EXTENSIONS OR, AT LEAST, MANIFESTATIONS OF SHIFTING CULTURAL VALUES WHICH CHARACTERIZE A SOCIETAL TREND EVIDENCED BY A MOVEMENT FROM AN INDUSTRIAL TO WHAT HAS BEEN TERMED A <u>POST-INDUSTRIAL SOCIETY</u>. A POST-INDUSTRIAL SOCIETY IS ONE WHICH CAN BE BRIEFLY CHARACTERIZED AS HAVING: SOPHISTICATED INFORMATION SYSTEMS, LARGE INTERRELATED INSTITUTIONS AND ORGANIZATIONS, MORE PEOPLE COMPRISING THE "LEARNING FORCE" THAN THE "WORKING FORCE," AND A HIGH DEGREE OF OPENNESS IN ITS INSTITUTIONS, INCLUDING THAT OF EDUCATION. (SEE APPENDIX B FOR DEFINITIONS OF TERMS USED IN THIS REPORT).

OPENNESS OF SOCIAL SYSTEMS

ALL SYSTEMS, INCLUDING SOCIAL ONES, CAN BE DESCRIBED IN TERMS OF THEIR POSITION IN A CONTINUUM OF CLOSEDNESS-TO-OPENNESS. IN EACH CASE, INPUTS OF RESOURCES, SUCH AS FUNDS AND STAFF, RESULT IN AN OUTPUT OR PRODUCTION WHICH, IN TURN, BECOMES A NEW RESOURCE FOR FUTURE OUTPUT. HOWEVER, THE DEGREE TO WHICH THE PROCESSES REQUIRED FOR PRODUCTION CONSISTS OF TRANSACTIONS BETWEEN THE SYSTEM AND ITS ENVIRONMENT IS THE MEASURE OF THE OPENNESS OF THE SYSTEM.[2]

BY DEFINITION, EDUCATION IS A SOCIAL SYSTEM WHEREIN PEOPLE COME TOGETHER TO OBTAIN APPROPRIATE SERVICES AND THEREBY ENHANCE THEIR HUMAN DEVELOPMENT. STATE DEPARTMENTS OF EDUCATION AND THEIR VOCATIONAL UNITS ARE ORGANIZATIONAL REFLECTIONS OF, OR MAJOR INPUTS TO, THE SYSTEM OF EDUCATION. THEREFORE THEY CAN ALSO BE DESCRIBED BY THEIR DEGREE OF OPENNESS TO THE ENVIRONMENT.

HISTORICALLY, SUCH EDUCATIONAL ORGANIZATIONS CAN BE REGARDED AS RELATIVELY OPEN.[3] THE CURRENT APPLICATION OF BOTH MECHANISMS AND CONCEPTS--THE FORMER INCLUDING ADVISORY COMMITTEES AND PLANNING COMMITTEES AND THE LATTER INCLUDING ORGANIZATIONAL DECENTRALIZATION, SYSTEMS ANALYSIS, MANAGEMENT BY OBJECTIVES, AND MATRIX MANAGEMENT--TO EDUCATION GIVE INDICATIONS OF A MOVEMENT WHICH DEMANDS A GREATER DEGREE OF OPENNESS.

PERHAPS A MORE SPECIFIC EXAMPLE OF SUCH OPENNESS WOULD BE USEFUL. ONE LEGISLATIVE INPUT, THE EDUCATION AMENDMENTS

OF 1972, CAUSED PERSONS CONCERNED WITH VOCATIONAL EDUCATION IN CALIFORNIA TO BEGIN TO ANALYZE SERIOUSLY THE PROPOSED OPERATIONS OF 1202 POST-SECONDARY COMMISSIONS. AS A RESULT OF THIS EXAMINATION, A POSITION (OUTPUT) WAS TAKEN BY THE VOCATIONAL EDUCATION UNIT REGARDING THE OPERATION AND ORGANIZATION OF THE 1202 COMMITTEE IN THE STATE. THIS OUTPUT WAS LATER REWORKED INTO A FINAL POSITION STATEMENT. THE CONVERSION PROCESSES OF ANALYSIS AND FINAL SYNTHESIS WERE NOT SOLELY IN-HOUSE ACTIVITIES, BUT ALSO INVOLVED REPRESENTATIVES FROM A VARIETY OF ORGANIZATIONS WHO WERE ALSO CONCERNED WITH THE OPERATION OF POST-SECONDARY EDUCATION.

SOCIETAL SHIFTS AND SYSTEMIC CHANGE

IN THE LARGER PICTURE, SUCH EVIDENCES OF OPENNESS IN SYSTEMS, ORGANIZATIONS, AND INSTITUTIONS IN OUR SOCIETY HAVE PROMPTED AT LEAST ONE SOCIOLOGIST, ERICH TRIST, TO CONCLUDE THAT WE HAVE ALREADY BECOME A POST-INDUSTRIAL SOCIETY.[4] IN ADDITION TO THOSE GIVEN EARLIER, THE FOLLOWING CHARACTERISTICS OF SUCH A SOCIETY ARE DESCRIBED HERE SO THAT THE READER CAN DETERMINE FOR HIMSELF IF SUCH A SOCIETAL SHIFT IS OCCURRING OR HAS OCCURRED.

THERE EXISTS A HEAVY DEPENDENCE ON INFORMATION GENERATED AND POSSESSED BY POLITICALLY INFLUENTIAL GROUPS, INCLUDING SCIENTISTS AND VARIOUS PROFESSIONALS. THE STRUCTURE OF THE ECONOMY IS CHARACTERIZED AS SERVICE-ORIENTED, WITH PRIVATE ENTERPRISE TAKING ON MULTI-NATIONAL

OPERATIONS. FROM AN OCCUPATIONAL AND EDUCATIONAL PERSPECTIVE, SUCH A SOCIETY IS CHARACTERIZED AS "WHITE COLLAR," AS EVIDENCED BY LARGE NUMBERS OF HIGH SCHOOL COMPLETIONS, PEOPLE TAKING FORMAL OR NON-FORMAL CLASSES, AND A PROPENSITY TO CHANGE CAREERS EITHER LATERALLY OR VERTICALLY. ALSO WITHIN THE POST-INDUSTRIAL SOCIETY, LEARNING TO USE WISELY EXPANDED LEISURE TIME BECOMES A PROBLEM WHILE CONCURRENTLY THE UNEMPLOYMENT OF YOUTH, THE DISADVANTAGED, AND OTHER MINORITIES IS MORE PERMANENT AND MORE SOLIDIFIED IN A SENSE THAT THESE GROUPS HAVE BEEN TERMED "ECOLOGICALLY TRAPPED IN POVERTY." CONSIDERING THE FAMILY, THE STRUCTURE IS RATHER DISPERSED WITH THE RELATIONSHIP OF MEMBERS GOVERNED BY THEIR USE OF COMMUNICATIVE TECHNOLOGY. INTERGENERATIONAL CONFLICTS ARE EXTREME, AND PEOPLE CONCENTRATE MORE ON INVESTING IN THAT SYMBOLIC, MATERIAL GOOD, THE HOME. FROM AN ENVIRONMENTAL CONTEXT, ORGANIZATIONS ARE LARGE, OR CONGLOMERATE. THEY ARE INTERRELATED OR CLUSTERED FOR COMPREHENSIVE PLANNING AND INTERACTION. THE MEGALOPOLITAN URBAN AREA EXPANDS THE LIMITED DEFINITION OF "COMMUNITY."[4]

IF THE EVIDENCE REGARDING THE HERE AND NOW OF A POST-INDUSTRIAL SOCIETY IS SUBSTANTIAL, THEN THE POINT MUST BE MADE THAT IT BEHOOVES OUR CURRENT INSTITUTIONS TO HELP US SEE THAT OUR SOCIAL AND CULTURAL PATTERNS NEED TO BE REORIENTED TO ACCOMMODATE THE DEMANDS OF SOCIETAL SHIFTS. THIS WOULD SUGGEST THAT SOCIAL AND CULTURAL PATTERNS,

REFLECTED BY OUR INSTITUTIONS AND ORGANIZATIONS, SHOULD HAVE THE FOLLOWING CHARACTERISTICS:

> THEY SHOULD BE ABLE TO ANTICIPATE CRISES, PLAN FOR THE LONG TERM, CONFRONT CONFLICTS, DECENTRALIZE ACTIVITIES BUT MAINTAIN GENERALIZED CENTRAL CONTROL, ENLARGE LOCAL GOVERNMENTAL UNITS, INNOVATE ADMINISTRATIVE TECHNIQUES, COLLABORATE FOR INTER-ORGANIZATIONAL RELATIONS, LINK OBJECTIVES WITH THOSE OF OTHER ORGANIZATIONS, AND REGARD THE RESOURCES OF THE ORGANIZATION AS THE RESOURCES OF SOCIETY.

THE KEY POINT HERE IS THAT PARALLEL CHANGES IN THE REQUISITE ORGANIZATIONAL VALUES AND PHILOSOPHIES ARE NOT OCCURRING AT THE REQUIRED PACE. THERE IS A MISMATCH OR TIME LAG BETWEEN OUR PRESENT POSTURE AS A GROWING POST-INDUSTRIAL SOCIETY, AND THE LACK OF COMMENSURATE CULTURAL AND ORGANIZATIONAL CHANGE WITHIN PARTICULAR SYSTEMS AND INSTITUTIONS WILL LIKELY PROVE TO BE MORE OF A STUMBLING BLOCK TO GOAL ATTAINMENT IN THE FUTURE.

UNTIL VOCATIONAL EDUCATION RECOGNIZES THE NEED FOR COMMENSURATE ORGANIZATIONAL/SYSTEMIC CHANGE, IT CANNOT MAINTAIN THE CAPABILITY, THOUGH IT MAY HAVE THE RESOURCES, TO SHAPE AND CONDUCT ITS FUTURE MORE EFFECTIVELY.

CHANGE AND VOCATIONAL EDUCATION

A STUDY OF THE ACCOMPLISHMENTS OF VOCATIONAL EDUCATION SINCE THE SMITH-HUGHES ACT OF 1917 SUGGESTS THAT THE ESTABLISHED SYSTEM FOR THE DELIVERY OF OCCUPATIONAL EDUCATION HAS, AT LEAST, BEEN RELATIVELY STABLE AND PRODUCTIVE. THE STRUCTURE OF THE SYSTEM, INCLUDING THE INTERRELATIONSHIPS OF THE FEDERAL, STATE, AND LOCAL UNITS IN THE DELIVERY OF DOLLARS AND SERVICES HAS HELD FAST.

VOCATIONAL EDUCATION AS WE KNOW IT IS A LEGISLATED SYSTEM, THE RESULT OF THE ACTIVITIES OF GOVERNMENT, WHICH ITSELF IS A SOCIAL SYSTEM. APPARENTLY IN RESPONSE TO SOCIETAL NEEDS AND PRESSURES, LEGISLATION HAS PROMOTED AND WILL--BY ALL INDICATIONS--CONTINUE TO PROMOTE SEVERAL CHANGES IN VOCATIONAL EDUCATION. THESE CHANGES HAVE INCLUDED A SHIFT FROM TRAINING FOR SPECIFIC JOBS TO A FOCUS ON THE NEEDS OF PEOPLE, THE MOVEMENT TOWARD INTERDISCIPLINARY COOPERATION, AND A CONTINUING PRESSURE FOR RE-DIRECTION OF FUNDS AND SERVICES DIRECTLY TO LOCAL AREAS. SOME OBSERVERS HAVE VIEWED THESE EVENTS AS EVIDENCES OF REDEFINITION OF THE FEDERAL-STATE-LOCAL RELATIONSHIPS BY OPENING UP THE SYSTEM.

WHERE SUCH LEGISLATION AND ITS INTERPRETATIONS, IN FACT, MIRROR THE NEEDS OF A CHANGING SOCIETY AND WHERE ITS PROVISIONS HAVE BEEN EFFECTIVELY EXECUTED, VOCATIONAL EDUCATION CAN BE SAID TO HAVE BEEN RESPONSIVE TO THE ENVIRONMENT. THE SYSTEM HAS WORKED RATHER EFFECTIVELY IN

USING LEGISLATED MONIES FOR THE EXPANSION AND IMPROVEMENT OF SERVICES.[5] THIS CANNOT BE SAID, HOWEVER, OF THE EFFECTIVE UTILIZATION OF THE SEVERAL MECHANISMS LEGISLATED ALONG WITH THE FUNDS. IN THE BROADER CONDITION, APPROPRIATE INTERFACES MUST GENERALLY BE EFFECTED WITH THE VARIOUS KINDS OF MECHANISMS, THOSE LEGISLATED AND OTHERWISE ESTABLISHED TO AID IN THE SYSTEMATIC DELIVERY OF VOCATIONAL EDUCATION. VOCATIONAL EDUCATION, ITS SYSTEM, AND ITS ORGANIZATION MUST INTERACT WITH THAT WHICH AFFECTS IT FROM THE "OUTSIDE." *That is, the United States is in a post-industrial posture and all institutions including vocational education must reflect the new structure in the conduct of their activities.* AT PRESENT, THE VOCATIONAL EDUCATION UNIT IN THE CALIFORNIA STATE DEPARTMENT OF EDUCATION IS COMING TO GRIPS WITH SEVERAL OF THE CONCEPTS MENTIONED EARLIER, INCLUDING ACCOUNTABILITY, EVALUATION, MANAGEMENT BY OBJECTIVES, MATRIX MANAGEMENT, AND SYSTEMS ANALYSIS. THE PRESENT STUDY IS TESTIMONIAL TO THE CONCERN REGISTERED BY THE UNIT.

THE CHALLENGE THAT REMAINS IS THE NEED FOR CLOSER EXAMINATION OF THE SEVERAL EXTERNAL MECHANISMS WHICH HAVE BEEN ESTABLISHED EITHER THROUGH LEGISLATION OR POLICY AND WHICH EFFECT THE SYSTEM AND THE ORGANIZATION. IF THE ASSUMPTION IS CORRECT, THAT THERE ARE MECHANISMS OR DEVICES WHICH EVOLVED TO INCREASE THE OPENNESS AND CORRESPONDING RESPONSIVENESS OF THE SYSTEM, THEN A BETTER UNDERSTANDING

AND APPROPRIATE UTILIZATION OF MECHANISMS WILL HELP VOCATIONAL EDUCATION ATTAIN THE GOALS TO WHICH IT ASPIRES.

RESPONSIVENESS AND VOCATIONAL EDUCATION

VETERAN VOCATIONAL EDUCATION PERSONNEL HAVE WITNESSED PAST CRISES WHICH AFFECTED OR THREATENED TO AFFECT THE FIELD AND THE SYSTEM. CRISES COME AND GO. THE TASK UNDERTAKEN IN THIS STUDY AND THE RECOMMENDATIONS ADVANCED ARE THEREFORE NOT IN RESPONSE TO PARTICULAR PROBLEMS, CRISES, OR CONCERNS FACING VOCATIONAL EDUCATION AT ANY LEVEL, BECAUSE THESE ARE VIEWED ONLY AS SYMPTOMS OF THE REAL STIMULUS FOR THIS STUDY. RATHER, THE RECOMMENDATIONS ARE IN RESPONSE TO (1) A NEED FOR MORE OPENNESS IN THE SYSTEM IN ORDER TO DEVELOP A CAPACITY TO INTERACT WITH THE ENVIRONMENT BEARING ON THE SYSTEM OF VOCATIONAL EDUCATION, AND (2) AN ADMISSION THAT THE ENVIRONMENT EXISTS AND HAS CHANGED FROM WHAT IT ONCE WAS.

RIGID APPROACHES TO DEALING WITH ANY CRISIS--INCLUDING THOSE OF WATCHFUL WAITING, RETRENCHING, REACTING TO EACH CRISIS IN A PIECEMEAL FASHION, AND NOT REACTING UNTIL IT IS TOO LATE--ARE SYMPTOMATIC OF A CLOSED SYSTEM, ONE THAT IS NOT TUNED TO THE TEMPER OF THE ENVIRONMENT. A CONTINUOUSLY OPEN SYSTEM IS NEEDED. SUCH A SYSTEM HAS A BUILT-IN CAPACITY TO INTERACT CONTINUALLY WITH AND RESPOND EFFECTIVELY AND APPROPRIATELY TO THE ENVIRONMENT. THUS, AN OPEN SYSTEM WOULD BE ABLE TO ACCOMMODATE THE SHORT-RUN TRENDS AND CRISES WHILE PROVIDING FOR THE STABILITY

NECESSARY FOR OPERATING ACCORDING TO GOALS WHICH ARE IN KEEPING WITH LONG-RUN, SECULAR TRENDS IN SOCIETY.

A VERY SIMPLE AND LITERAL ANALOGY MAY BE HELPFUL AT THIS POINT. ONE OF THE MOST ENDURING SYSTEMS WHICH HAS EVER EXISTED, AND CONTINUES TO EXIST, IS THAT OF A LIVING ORGANISM KNOWN TO US ALL AS THE AMOEBA. THE REASONS FOR ITS INCREDIBLE CAPACITY TO SURVIVE, PERHAPS ITS MAJOR PURPOSE FOR EXISTENCE, ARE FOUND IN ITS SIMPLE, YET FUNCTIONAL, COMPOSITION. IN FACT, ITS COMPOSITION IS ITS CAPACITY. ITS STRUCTURE EXISTS ONLY IN RELATION TO ITS ENVIRONMENT. WHILE THE SHAPE OF THE AMOEBA IS ALWAYS BASICALLY AMOEBIC, IT IS NEVER EXACTLY THE SAME AS BEFORE. AS A PORTION OF THE BODY WALL RECEDES OR CONTRACTS BECAUSE OF ENVIRONMENTAL STIMULI, A CORRESPONDING PROJECTION OR NEW THRUST OCCURS ELSEWHERE IN ITS ANATOMY. AS THE ENVIRONMENT ACTS ON IT, IT STRUCTURALLY REACTS ACCORDINGLY AND, WHAT IS MORE IMPORTANT, APPROPRIATELY IN TERMS OF THE DEGREE OF STIMULATION. IT IS CAPABLE OF ENCOMPASSING, EVEN ABSORBING, THAT WHICH IS AFFECTING IT. IN OTHER WORDS, IT REACTS EFFECTIVELY WITH ITS ENVIRONMENT.

THE POINT IS THAT CRISES BEARING ON THE SUBSYSTEM OF VOCATIONAL EDUCATION, WHICH ITSELF IS A LIVING SYSTEM, ARE OFTEN VIEWED AS THREATENING ITS BOUNDARIES AND INNER STRUCTURE. SUCH CONCERNS ARE CORRECT TO THE DEGREE THAT THE COMPOSITION OF THAT SYSTEM IS RIGID. WHERE CHANGE, NEW THRUSTS, AND CAPACITY TO INTERACT ARE A PART OF THE

SYSTEM, HOWEVER, FLEXIBILITY AND EFFECTIVENESS, AND HENCE SURVIVAL, CAN BE ASSURED. APPROPRIATE REALLOCATION OF A PART OF SUCH A FLEXIBLE COMPOSITION TO ANOTHER AREA, OR LEVEL, WOULD NOT BASICALLY CHANGE THE SYSTEM NOR ITS MAJOR PURPOSE FOR EXISTENCE--THAT OF SERVING PEOPLE. ALL PARTS OF THE SYSTEM WOULD ALWAYS BE IN SUPPORT OF ONE ANOTHER, WHEREVER THE NEW THRUST CAME INTO BEING OR AN OLD ONE SUBSIDED.

RATHER THAN BEING PRIED OPEN BY MECHANISMS ESTABLISHED, EITHER LEGISLATIVELY OR BY POLICY WITHIN AND WITHOUT THE FIELD, THE SYSTEM MUST CONTINUE TO BECOME MORE OPEN OF ITS OWN ACCORD. *Vocational educators MUST welcome the chance to interface with the environment and with several operative institutions or mechanisms. The system should affect the environment as much as it is affected by it.*

PERSONNEL ROLE CHANGES IN VOCATIONAL EDUCATION

IT MAY NOT BE OBVIOUS THAT NEW ROLES FOR VOCATIONAL EDUCATION PERSONNEL WITHIN THE SYSTEM WILL BE NECESSARY TO ASSURE APPROPRIATE FLEXIBILITY AND OPENNESS. THE MODES OF OPERATION OF THESE PERSONNEL AND ORIENTATION OF THE RESOURCES AVAILABLE TO THEM MUST BE BASED ON MANAGEMENT AND LEADERSHIP COMPETENCY RATHER THAN ON MERE ABILITY TO HANDLE TRADITIONAL SUPERVISORIAL FUNCTIONS.[6]

HISTORICALLY, THE ROLE OF STATE VOCATIONAL PERSONNEL, PARTICULARLY THOSE EMPLOYED IN A SUPERVISORIAL CAPACITY, HAS BEEN TO PROMOTE PROGRAMS, SUPERVISE INSTRUCTION,

PROVIDE TEACHER TRAINING, PREPARE INSTRUCTIONAL MATERIALS, LOCATE QUALIFIED INSTRUCTORS, DETERMINE AMOUNT OF REIMBURSEMENT, AND INSPECT LOCAL PROGRAMS.[7] HOWEVER, THE WORD "SUPERVISION" HAS ALSO BEEN DEFINED AS ENFORCEMENT OF THE LEGISLATIVE PROVISIONS, ASSISTANCE IN THE DEVELOPMENT OF A BETTER TEACHING-LEARNING SITUATION, AND INSTRUCTIONAL LEADERSHIP.

THE PRESENT-DAY STATE SUPERVISOR DERIVES HIS AUTHORITY AND RESPONSIBILITY FROM FEDERAL AND STATE LEGISLATION, RULES AND REGULATIONS.

REDIRECTION OF VOCATIONAL EDUCATION WAS REQUIRED UNDER THE OBJECTIVES OR PROVISIONS OF THE 1963 VOCATIONAL EDUCATION ACT INCLUDING: REDIRECTING THE TRAINING FOR A FEW SELECTED OCCUPATIONAL CATEGORIES TO THAT FOR ANY OCCUPATION; BECOMING RESPONSIVE TO THE NEEDS OF PERSONS WITH SPECIAL DIFFICULTIES WHICH PREVENT THEM FROM SUCCEEDING IN A REGULAR VOCATIONAL PROGRAM; REDIRECTING AND REORGANIZING MANY ESSENTIAL SERVICES, INCLUDING RESEARCH AND TEACHER EDUCATION; AND REDEFINING THE PURPOSE OF THE FEDERAL GRANTS TO THE STATES FOR THE DEVELOPMENT OF AN ADEQUATE VOCATIONAL EDUCATION SYSTEM SO THAT PERSONS OF ALL AGES IN ALL COMMUNITIES OF THE STATE . . . WILL HAVE READY ACCESS TO VOCATIONAL TRAINING OR RETRAINING WHICH IS OF HIGH QUALITY, WHICH IS REALISTIC IN THE LIGHT OF ACTUAL OR ANTICIPATED OPPORTUNITIES FOR GAINFUL EMPLOYMENT, AND WHICH IS SUITED TO THEIR NEEDS, INTEREST, AND ABILITY TO

BENEFIT FROM SUCH TRAINING.[8] TO HAVE BEST ACHIEVED THESE OBJECTIVES, IT APPEARS THAT THERE SHOULD HAVE BEEN A CORRESPONDING REDEFINITION OF THE SUPERVISORY FUNCTION.

WHILE THE 1968 AMENDMENTS MAINTAINED THE EARLIER OBJECTIVES, THEY INTRODUCED A NEW THRUST. THE FUNCTION OF EVALUATION WAS EMPHASIZED AND FREQUENTLY USED IN CONJUNCTION WITH THE TERMS "QUALITY" AND "EFFECTIVENESS" OF VOCATIONAL EDUCATION. WHILE THIS EMPHASIS ON EVALUATION WAS ALSO MAINTAINED IN THE 1970 RULES AND REGULATIONS FOR THE 1968 AMENDMENTS, OTHER FUNCTIONAL TERMS SUCH AS PLAN, DEVELOP, ADMINISTER, AND SUPERVISE WERE EMPHASIZED.[9]

WHETHER DIRECTLY STATED OR IMPLIED, THE IMPLEMENTATION OF THE 1963 OBJECTIVES (EXPAND THE SCOPE OF TRAINING, SERVE STUDENTS WITH SPECIAL NEEDS, REDIRECT RESEARCH AND TEACHER EDUCATION, DEVELOP TRAINING OF HIGH QUALITY, DEVELOP A RELATIONSHIP BETWEEN GENERAL AND BASIC EDUCATION AND VOCATIONAL EDUCATION, REVIEW PERIODICALLY) AND THE FULFILLMENT OF ACTIVITIES NOTED IN THE 1970 RULES AND REGULATIONS (TO PLAN, DEVELOP, ADMINISTER, SUPERVISE, AND EVALUATE TO ASSURE QUALITY PROGRAMS) IS AFFINITIVE TO LEADERSHIP. "TO SUPERVISE" WAS DE-EMPHASIZED.

THERE IS, AMONG THE DIFFERENT OBSERVERS OF THE EDUCATIONAL SCENE, A GROWING UNANIMITY REGARDING BOTH THE NEED FOR LEADERSHIP IN GENERAL AND THE DEFINITION OF SPECIFIC FUNCTIONS AS ORGANIZING, COORDINATING, PLANNING AND DEVELOPING COULD, IF WELL EXECUTED, ALLEVIATE (1) RIGID CENTRALIZED CONTROL, (2) A SYSTEM CLOSED TO ENVIRONMENTAL

INFLUENCES (E.G., PARTICIPATION BY PARENTS AND OTHERS FROM THE COMMUNITY), (3) INSENSITIVITY TO THE DYNAMICS OF HUMAN INTERACTION, (4) LACK OF RESPONSIVENESS TO THE MANDATES OF LEGISLATION AND RULES AND REGULATIONS, AND (5) NONACCOUNTABILITY IN PROVIDING QUALITY SERVICES TO ALL STUDENTS WHICH ARE SUITED TO THEIR NEEDS, INTERESTS AND ABILITIES.

PARTICULAR TERMS SUCH AS ORGANIZING, COORDINATING, AND PLANNING ARE GENERALLY USED TO DEFINE OR CHARACTERIZE MANAGEMENT FUNCTIONS PERFORMED BY PERSONS ENGAGED IN THE ADMINISTRATION OF BUSINESS. EDUCATORS HAVE MUCH TO GAIN BY BORROWING THOSE MANAGEMENT TECHNIQUES THAT ARE INTERLINKED WITH THESE TERMS.

EDUCATIONAL CHANGES AND INNOVATIONS WHICH INCLUDE CAREER EDUCATION, CANNOT AND WILL NOT TAKE ROOT AND DEVELOP UNLESS THERE IS ORGANIZATIONAL RESTRUCTURING AND COMMENSURATE ROLE CHANGES AT NATIONAL, LOCAL, AND--IN PARTICULAR--STATE EDUCATIONAL LEVELS. THE EDUCATIONAL SYSTEM NEEDS TO DEVELOP A MANAGEMENT AND A LEADERSHIP POSTURE, AS OPPOSED TO AN ADMINISTRATIVE AND REACTIVE ONE. A WAY OF ACHIEVING THE FORMER POSTURE (MANAGEMENT AND LEADERSHIP) IS TO FIRST REDEFINE THE FUNCTIONS OF STATE EDUCATIONAL PERSONNEL SO THEY CAN EFFECTIVELY INTERFACE WITH PRESENT AND EMERGING MECHANISMS, AND SECOND TO ACTIVELY SUPPORT THE NEW ROLES. THE PREPARATION OF MEASURABLE OR OBSERVABLE OBJECTIVES FOR MANAGING OR ASSIGNING PRIORITIES TO ACTIVITIES IS ONLY ONE OUTCOME OF A MANAGEMENT-LEADERSHIP POSTURE.

THIS POSTURE WILL ALSO PROVIDE A NEW FRAME OF REFERENCE FOR RESTRUCTURING THE ORGANIZATION SO THAT PERSONNEL CAN BE MORE RESPONSIVE TO THE CHALLENGES POSED BY PAST LEGISLATION AS WELL AS LEGISLATION YET TO COME.

SUMMARY

THROUGHOUT THIS DOCUMENT, THE AUTHORS HAVE ADVANCED A DOCTRINE TO PERSUADE VOCATIONAL EDUCATORS TO MOVE OUT OF THEIR CLOISTERS--TO ESTABLISH AND MAINTAIN CONTACT WITH ALL SORTS OF ORGANIZATIONS AND MECHANISMS.

BASICALLY, THE POSITION TAKEN IS THAT SOCIETY IN THE UNITED STATES HAS MOVED TO A NEW LEVEL OF SOPHISTICATION. AND, WHEREAS, VOCATIONAL EDUCATION HAD PROVIDED LEADERSHIP IN OPENING THE EDUCATIONAL SYSTEM THROUGH THE INVOLVEMENT OF ADVISORY COMMITTEES, THE TIME HAS NOW COME TO EXPAND THIS FORM OF COMMUNITY CONTACT. IT IS NO LONGER A QUESTION OF SHOULD SUCH CONTACT BE MADE; IT IS A MUST. THE TRADITIONAL FORM OF EDUCATION AND ITS ADMINISTRATIVE STRUCTURE ARE AN ANATHEMA TO THE CURRENT PRESSURES ON AND DEMANDS OF SOCIETY. ACCORDINGLY, THE ROLE (AND IF YOU WILL, THE JOB DESCRIPTION) OF VOCATIONAL EDUCATORS MUST BE MODIFIED. THAT IS, THEY MUST BE ABLE TO PROVIDE MANAGEMENT LEADERSHIP EXPERTISE SO THAT CHALLENGES TO EDUCATION CAN BE MORE ADEQUATELY ADDRESSED.

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APPENDICES

APPENDIX A

ANNOTATED COMPILATION OF MECHANISMS REVIEWED

AT THE TIME THIS PROJECT WAS BEING CONDUCTED, THE MECHANISMS REVIEWED APPEARED TO BE OPERATING OR DESIGNED TO OPERATE AS DESCRIBED IN BRIEF BELOW. THE COMPILATION IS NOT INTENDED TO BE ALL-INCLUSIVE IN THAT MANY EXISTING MECHANISMS DID NOT SURFACE AS BEING KEYS TO THE WORKING OF THE SYSTEM OF VOCATIONAL EDUCATION. SUBSEQUENTLY, SOME OF THE MECHANISMS HAVE BEEN DISSOLVED; HOWEVER, SURELY NEW MECHANISMS CONGRUENT WITH THE SOCIETAL TREND WILL BE ESTABLISHED. IN THE FOLLOWING NARRATION IS A TITLE, LOCUS OF OPERATION, AND VERY BRIEF DESCRIPTION OF MOST OF THE MECHNISMS OR TYPE OF MECHANISMS EXAMINED DURING THIS STUDY.

EXISTING AND OPERATING

FEDERAL REGIONAL COUNCIL (FRC), FEDERAL REGION OFFICE.

COORDINATES ENTIRE RANGE OF MANPOWER PROGRAMS IN THE FEDERAL REGION. INVOLVED IN BOTH PLANNING AND DIRECTION OF PROGRAMS.

REGIONAL MANPOWER COORDINATING COMMITTEE (RMCC), FEDERAL REGION OFFICE.

ENSURES A BALANCE IN FUNDING AMONG PROGRAMS AND EFFICIENT USE OF RESOURCES. (LOCAL AGENCIES ARE NOT TO FUND WITHOUT REGARD TO RMCC RECOMMENDATIONS). REVIEWS AND APPROVES GOVERNORS' AND MAYOR'S PLANS. REVIEWS MEMBERSHIP OF STATE MANPOWER PLANNING COUNCILS (SMPC), MANPOWER AREA PLANNING COUNCILS (MAPC), AND ANCILLARY MANPOWER PLANNING BOARDS (AMPB). KEEPS FRC, ABOVE, INFORMED.

STATE MANPOWER PLANNING COUNCIL (SMPC), PRESENTLY IN HRD.

CREATED TO ASSIST THE GOVERNOR IN DEVELOPING THE STATE MANPOWER PLAN AND TO WORK DIRECTLY WITH AMPB'S AND INDIRECTLY WITH MAPC'S.

MANPOWER AREA PLANNING COUNCILS (MAPC), LOCALLY THROUGHOUT STATE.

ADVISE AND ASSIST DESIGNATED LOCAL ELECTED OFFICIAL IN PRINCIPAL CITIES IN THE DEVELOPMENT OF A COMPREHENSIVE MANPOWER PLAN. COORDINATE PLANNING EFFORTS WITH OTHER AGENCIES AND REVIEW LOCAL MANPOWER OPERATIONS. VIA MANPOWER REVENUE SHARING, WOULD EXPAND ACTIVITIES TO THOSE OF POLICY AND DECISION-MAKING AND EXECUTION.

ANCILLARY MANPOWER PLANNING BOARDS, THROUGHOUT STATE.

FUNCTIONS IN A MANNER SIMILAR TO MAPC'S BUT FOR AREAS NOT SERVED BY THOSE COUNCILS (PRIMARILY RURAL AREAS).

STATE OPERATIONS COMMITTEE (SOC), MDTA IN STATE DEPARTMENT OF EDUCATION.

OVERSEES ALL MDTA INSTITUTIONAL TRAINING, PREPARES MDTA OCCUPATIONAL TRAINING PLAN (OTP) WHICH IS BASED ON RECOMMENDATIONS OF MAPC'S AND AMPB'S. [OTP SENT TO STATE CAMPS (COMPREHENSIVE AREA MANPOWER PLANNING SYSTEM) WHICH IN TURN SENDS IT TO THE REGIONAL OFFICES OF HEW AND DOL].

STATE MANPOWER ADVISORY COMMITTEE, STATE MDTA ORGANIZATION.

ADVISE THE GOVERNOR AND LOCAL MANPOWER ADVISORY COMMITTEES ABOUT TRAINING PROGRAMS, TO REVIEW AND EVALUATE STATE'S OVERALL MANPOWER PROGRAM PLANS, AND TO ACT AS LIAISON TO NATIONAL ADVISORY COMMITTEE.

LOCAL MANPOWER ADVISORY COMMITTEES, LOCAL.

HELP IN ASSESSING PRESENT AND FUTURE ECONOMIC NEEDS IN ORDER TO RECOMMEND TRAINING PROGRAMS, AND PROVIDE ASSISTANCE AS NEEDED.

NATIONAL ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, WASHINGTON, D.C.

ADVISES COMMISSIONER OF EDUCATION ON REGULATIONS FOR OPERATION OF VOCATIONAL EDUCATION PROGRAMS; REVIEWS ADMINISTRATION AND OPERATION OF PROGRAMS IN VOCATIONAL EDUCATION.

STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION AND TECHNICAL TRAINING, STATE.

ADVISES STATE BOARD OF EDUCATION ON THE SEVERAL ASPECTS OF VOCATIONAL EDUCATION; EVALUATES PROGRAMS AND OTHER SERVICES FOR THE DELIVERY OF VOCATIONAL EDUCATION.

STATE ADVISORY (PLANNING) COMMITTEES, SEVERAL VOCATIONAL AREAS.

DEVELOP AREA MASTER PLANS WHICH PROVIDE FOR MAXIMUM COORDINATION BETWEEN SEVERAL EDUCATION AGENCIES. SEVERAL PLANS BECOME INPUTS TO STATE MASTER PLAN.

DISTRICT ADVISORY COMMITTEES, LOCAL.

DEVELOP RECOMMENDATIONS FOR AN INSTRUCTIONAL PROGRAM AND PROVIDE LIAISON BETWEEN DISTRICT AND POTENTIAL EMPLOYERS.

INDUSTRY-EDUCATION COMMITTEE, REGIONAL (WITHIN STATE).

FOSTER COOPERATION BETWEEN BUSINESS AND EDUCATION TO HELP SOLVE SERIOUS PROBLEMS INVOLVING BOTH GROUPS.

COUNCIL OF CALIFORNIA VOCATIONAL ASSOCIATIONS.

PROMOTES INTERESTS OF VOCATIONAL EDUCATION PERSONNEL.

EDUCATIONAL MANAGEMENT AND EVALUATION COMMISSION, STATE.

ADVISES STATE BOARD IN THE EVALUATION OF PROGRAM ACHIEVEMENT AND DETERMINATION OF COST-EFFECTIVENESS OF PROGRAMS.

BOARDS OF EDUCATION, LOCAL.

THESE ARE THE GOVERNING BODIES FOR LOCAL SCHOOL DISTRICTS.

PROPOSED

COALITION OF AMERICAN PUBLIC EMPLOYEES, NATIONAL AND STATE COALITION.

LOBBY FOR EDUCATION BY INFLUENCING POLICY IN JUDICIAL AND LEGISLATIVE FIELDS; REPRESENTS PUBLIC EMPLOYEES AT ALL LEVELS.

COMMUNITY MANPOWER CENTERS (CMC) AND COUNCIL, LOCAL.

THIS IS PROPOSED BY THE NEW STATE DEPARTMENT OF MANPOWER FOR CALIFORNIA BY PRIMARILY COMBINING HRD AND DR TO PROVIDE A VARIETY OF SERVICES TO JOB SEEKERS AND EMPLOYERS. CMC'S MAY ESTABLISH A COUNCIL TO ADVISE IT OF COMMUNITY NEEDS IN MANPOWER SERVICES AND PROGRAMS.

CALIFORNIA COMMISSION FOR POSTSECONDARY EDUCATION, STATE.

ADVISES ON AND PLANS FOR ALL POSTSECONDARY EDUCATION ACTIVITIES.

APPENDIX B

GLOSSARY OF TERMS

THE INTENDED MEANINGS OF SEVERAL OF THE TERMS USED IN THIS REPORT ARE AS FOLLOWS:

MECHANISM

A WORKING AGENCY--SUCH AS AN ADVISORY COUNCIL, COMMITTEE, BOARD OR OTHER ARRANGEMENT CREATED BY LEGISLATION OR POLICY--WHOSE GOAL IS TO MORE EFFECTIVELY AND EFFICIENTLY DELIVER OR ASSIST IN THE DELIVERY OF VOCATIONAL EDUCATION FUNDS/SERVICES TO APPROPRIATE POPULATIONS.

INTERFACE

TO PRESENT INFORMATION TO AND/OR ACT ON INFORMATION FROM MEMBERS OF A MECHANISM FOR THE PURPOSES OF HELPING TO ESTABLISH POLICY AND PROCEDURE IN ORDER TO SUBSEQUENTLY ACHIEVE GOALS.

SYSTEM

AN ENTITY WHICH CONSISTS OF INTERDEPENDENT PARTS INTEGRATED IN SUCH A WAY AS TO EFFECTIVELY AND EFFICIENTLY ACHIEVE GOALS.

ORGANIZATION

AN ARRANGEMENT OF RESOURCES OR ACTIVITIES (PERSONS, UNITS, FUNCTIONS) TO HELP CONDUCT BUSINESS. AS SUCH, EITHER IT IS ONE OF SEVERAL INPUTS TO A SYSTEM OR A STRUCTURAL REFLECTION OF A SYSTEM IN OPERATION.

Openness of System/Organization

The ability and willingness of a system or organization to interact (i.e., to receive suggestions for redirection of resources to satisfy its clients) with the environment.